

WHAKARONGO SCHOOL

WRITTEN LANGUAGE PROGRESS INDICATOR MATRIX



Name: Gabrielle Nealon	NE	Y 1	Y2	Y3	Y4	Y5	Y6	Y7	Y8
Teachers sign off/highlight as progress is tracked each year.									

I Can...

Deeper Features	Level 1				Level 2			Level 3			Level 4	Level 5
	Emergent	Level 1i	Level 1ii	Level 1iii	Level 2i	Level 2ii	Level 2iii	Level 3i	Level 3ii	Level 3iii		
Impact The effect the writing has on the reader	Say what I have written about		Write for other people to read	Write about ideas and feeling to make our writing more interesting	Write stories that are interesting to read by carefully choosing the words			Write to gain audience attention by using: <ul style="list-style-type: none"> Honesty Selected anecdotes Humour Choose language which enhances writing			Write and maintain audience interest through a variety of means: <ul style="list-style-type: none"> Humour Selected anecdotes Careful choice of language Choose appropriate language features to enhance writing	Engage audience interest through a variety of means Deliberately choose appropriate language features to enhance my writing
Voice Refers to those aspects of a piece of writing that give it a personal flavour (poetic & persuasive writing)	Tell my own story	Record and tell my own story	Write about things that have happened and how I felt	Write about things that have happened, how I felt, and what I was thinking, to create feeling	Use personal voice to effectively create mood and feeling			Convey personal views, feeling and responses sincerely and honestly. Include my own opinion and special examples			Sustain sincerity of personal voice to maintain audience interest. Could include the use of: <ul style="list-style-type: none"> Conversational tone Humour Special anecdotes 	Confidently convey personal thoughts, feelings, ideas and responses. Express experiences with perception
Planning	Draw a picture plan				Use a picture plan / brainstorm / keywords to plan my writing			Use picture plans/brainstorm/ note-taking/keywords if I think I need them				
Content / Ideas	Share my ideas		Write thoughts, feelings and ideas	Write interesting and important ideas, and add opinion and some detail	Write interesting and important ideas including detail and opinion Choose appropriate and relevant information and detail to support ideas			Develop significant ideas and support with descriptive details Use precise and logical details and / or comment			As level three Focus clearly on developing main points, attitudes and specific interesting events and aspects Support main points and sequence of events with substantial illustrations, interpretive comments, evaluations or observations Clearly and consistently maintain a point of view. Support main ideas convincingly through elaboration, evidence, and links to other ideas	Develop and sustain a strong central idea Support main points and sequence of events with interesting and substantial illustrations, interpretive comments, evaluations or observations
Sentence Structure	Use shapes & lines	Begin to write a sentence Write sentences that sound right	Begin to join two ideas in one sentence Write sentences using joining words e.g. and, but (compound sentences)	Use simple and compound sentences Write sentences that have different beginning and are different lengths Order my ideas Sequence most thoughts, feeling and ideas logically	Attempt using complex sentences Use a variety of sentence structures Beginning to use paragraphs with support Sequence most thought, feeling and ideas logically with some confidence			Attempts to use paragraphs Structure thoughts, feelings and ideas to create effect		Use a variety of sentence structures Uses paragraphs Structure thoughts, feelings and ideas to create effect	Confidently shape ideas for a particular effect or purpose Organise ideas into paragraphs Usually make logical links within and between the paragraphs	Use a variety of sentence structures for effect and impact Experiment with structure for a particular effect or purpose (repetition/flashback) Convey a sense of coherence Make logical links within and between paragraphs

WHAKARONGO SCHOOL

Name: Gabrielle Nealon	NE	Y 1	Y2	Y3	Y4	Y5	Y6	Y7	Y8
Teachers sign off/highlight as progress is tracked each year.									

Vocabulary / Language	Use the words I know & the words around me	Use the words I know & the words around me	Use the words I know and topic words	Use topic related vocabulary and some technical words	Use nouns, pronouns, adjectives and verbs	Use a range of vocab to suit the audience & purpose	Select and enhance the vocabulary in my writing to add the 'x' factor: to create the desired impact
		Begin to use adjectives verbs & nouns	Use specific adjectives, verbs and nouns	Use a variety of specific adjectives, verbs & nouns with some confidence	Use similes, alliteration, onomatopoeia, metaphors and personification to add interest	Use appropriate language features to enhance the content and engage the audience	If appropriate, use features and dialogue for impact
				Begin to use some <u>language features</u> to add interest eg similes, alliteration, onomatopoeia, metaphors and may use direct speech	Use direct speech	If appropriate, use dialogue & inner voice to enhance my writing	

I Can...

Surface Features	Level 1				Level 2			Level 3			Level 4	Level 5
	Emergent	Level 1i	Level 1ii	Level 1iii	Level 2i	Level 2ii	Level 2iii	Level 3i	Level 3ii	Level 3iii		
Spelling		Write some sounds (dominant) I hear Spell some high frequency words	Write most first letter sounds Hear sounds in words and write these (dominant) Spell some high-frequency words correctly (Spell-Write lists 1 - 2)	Show knowledge of consonant sounds, blends, and vowel sounds. Begin to use common spelling patterns. Spell most high-frequency words correctly (Spell-Write lists 1 - 2)	Show some knowledge of common spelling patterns and can transfer these between words Spell most high-frequency words correctly (Spell-Write lists 1 - 4)			Demonstrate good understanding of all basic sounds and patterns in written English Spell most high-frequency words correctly (Spell-Write lists 1 - 6)			Demonstrate good understanding of all basic sounds and patterns in written English, with few intrusive errors Spell most high -frequency words correctly (Spell-Write lists 1 - 7)	Use the writing conventions of grammar (e.g. correctly formed sentences, consistent tense and pronouns, subject-verb agreement, correct prepositions), spelling, and punctuation with few intrusive errors
Punctuation		Have a go with capital letters and full stops	With help, understand and use capital letters and full stops	With help, understand and use capital letters and full stops	Consistently use: <ul style="list-style-type: none"> Capital letters Full stops Commas Question marks Speech marks Exclamation marks 			With consistency, punctuate with increasing independence: <ul style="list-style-type: none"> Capital letters Full stops Commas Question marks Speech marks Exclamation marks Apostrophes 			Use appropriate punctuation independently eg brackets, dashes, colons and the ellipsis	
Grammar		Write a sentence (simple) that makes sense	Write sentences that make sense	Write sentences (simple) correctly - subject / verb agreement	With support I can correctly form sentences Use: <ul style="list-style-type: none"> Correct tense Pronouns Prepositions Subject - verb agreement Attempt more complex sentences 			Use most grammatical conventions correctly e.g. correctly formed sentences <ul style="list-style-type: none"> Consistent use of tense Subject-verb agreement Consistent use of pronouns Correctly use prepositions Writing may include some errors 			Use most grammatical conventions accurately e.g. correctly formed sentences <ul style="list-style-type: none"> Consistent use of tense Subject-verb agreement Consistent use of pronouns Correct use of prepositions 	
Layout	I know where to start on a page	Write from left to right Leave spaces between some words	I know where to start on the next line Leave spaces between words									

WHAKARONGO SCHOOL

Name: Gabrielle Nealon	NE	Y 1	Y2	Y3	Y4	Y5	Y6	Y7	Y8
Teachers sign off/highlight as progress is tracked each year.									

Recrafting	Level 1				Level 2			Level 3			Level 4	Level 5
	Emergent	Level 1i	Level 1ii	Level 1iii	Level 2i	Level 2ii	Level 2iii	Level 3i	Level 3ii	Level 3iii		
Editing		Check that my picture matches my story	Re-read my writing to check it makes sense	Re-read my work and make changes Use word cards and dictionary	With support: Proof read my writing for spelling, punctuation and grammar Re-craft by adding, changing and deleting to improve my writing			Proof read for spelling, punctuation and grammar Re-craft by adding, changing and deleting to improve my writing			Proof read independently Use a dictionary, spell checker and thesaurus Use feedback to improve my writing Re-craft my writing for better effect, with growing independence.	Proof read independently Use a dictionary, spell checker and thesaurus Use feedback to improve my writing Re-craft my writing for better effect independently.
	I can use feedback / feed-forward to improve my writing											